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ABSTRACT

This annual report for 1999-2000 monitors the Education Equity Program for the Saskatchewan Institute of Applied Science and Technology (SIAST). The program assures potential students access to adult and postsecondary educational opportunities such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan. SIAST offers the program to students in all areas: certificate and diploma, basic education, extension, and apprenticeship programs. The program's long-term goal is to achieve a representative student body. In order to achieve this goal, a percentage of seats are allocated for some underrepresented student groups. The participation goals are based on the Saskatchewan work force, while the long-term goals are based on the percentage of designated group persons in the working age population as of June, 1996. The percentages are as follows: (1) persons of Aboriginal ancestry, 12%; (2) persons with disabilities, 10%; (3) persons of visible minority, Regina--5%, Saskatoon--5%, Moose Jaw and Prince Albert--3%; and (4) women in the workforce, 45%. The report details the program's policy and guidelines, participation statistics, and special fund projects and activities. Includes a history of the program, and a summary of the year's events and accomplishments. (NB)

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SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

SIAST Education Equity Program
Annual Monitoring Report Summary
1999 - 2000

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SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY

SIAST Education Equity Program

Monitoring Report Summary
1999-2000

Report # 01-01

Saskatchewan Institute of Applied Science and Technology

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TABLE OF CONTENTS

1.0 EXECUTIVE SUMMARY 1

2.0 HISTORY OF THE SIAST EDUCATION EQUITY PROGRAM 3

3.0 SIAST EDUCATION EQUITY POLICY 4

4.0 POLICY GUIDELINES 4

5.0 DESIGNATED STUDENT GROUPS 6

6.0 PARTICIPATION STATISTICS 7

- 6.1 SIAST - Students of Aboriginal Ancestry 7
- 6.2 SIAST - Students with Disabilities 8
- 6.3 SIAST - Women Students 8
- 6.4 SIAST - Students of Visible Minorities 8

7.0 SPECIAL PROJECTS, ACTIVITIES AND ISSUES 9

- 7.1 SIAST-WIDE
  - 7.1.1 Projects 9
  - 7.1.2 Activities 10
  - 7.1.3 Issues 11
- 7.2 KELSEY CAMPUS
  - 7.2.1 Projects 13
  - 7.2.2 Activities 13
  - 7.2.3 Issues 14
- 7.3 PALLISER CAMPUS
  - 7.3.1 Projects 15
  - 7.3.2 Activities 15
  - 7.3.3 Issues 16
- 7.4 WASCANA CAMPUS
  - 7.4.1 Projects 17
  - 7.4.2 Activities 17
  - 7.3.4 Issues 18
- 7.5 WOODLAND CAMPUS
  - 7.5.1 Projects 19
  - 7.5.2 Activities 19
  - 7.5.3 Issues 20

8.0 SUMMARY OF POLICIES AND GUIDELINES 21

1.0 EXECUTIVE SUMMARY

- Kelsey hosted 5 one-day GETT camps that provided 185 girls, ages 13 and 14, with an opportunity to use tools required for trades and technologies and explore different career options.

- Woodland Education Equity hosted a one-day workshop on techniques for tutoring students with disabilities that was offered to all Woodland tutors.

- The 10th Annual Aboriginal Cultural Awareness Event at Wascana Campus provided workshops, displays and cultural activities to campus staff, students and community agencies as a means of raising awareness of and promoting pride in Aboriginal cultures.

- Over 200 staff, students and community agency representatives attended Palliser's Annual Education Equity Luncheon and were treated to a wide range of entertainment as well as a great meal. Palliser Education Equity Committee hosts this luncheon as a thank you to all those who support and work with the equity program throughout the year.

- The Education Equity Program received an award for our communication package (includes all promotional and informational materials) from the international organization AHEAD (Association of Higher Education for Adults with Disabilities).

- Wascana Aboriginal enrollment in Certificate and Diploma Programs increased to 10.7% from 8.4% in 98-99 and Aboriginal graduates increased by 1.8% from 5.7% last year to 7.5% in 99-00.

- All divisions at Woodland Campus met the 25% participation goal for Aboriginal enrollment in Certificate and Diploma programs.

- Kelsey Campus enrollment percentages of students with disabilities in Certificate and Diploma programs in the Industrial Training Division showed an increase of 2.8%.

- Palliser Campus graduate percentages for students with disabilities in Certificate and Diploma programs increased from 1.4% to 2.1% in the Agriculture and Business Division and from 0.5% to 3.0% in the Technology Division.

- Wascana Campus enrollment percentages for students with disabilities increased from 6.3% to 11.5% in the Community Service Division, from 12.0% to 15.2% in the Technology Division and from 8.7% to 9.9% in the Basic Education Division.

- Kelsey Campus graduate percentages for visible minorities increased in Certificate and Diploma programs in four divisions: Community Services from 0.6% to 1.2%; Industrial Training from 1.1% to 2.2%; Science and Health from 1.0% to 3.0% and Extension from 0.6% to 1.1%.

- Palliser Campus enrollment percentages for visible minorities in the Community Services Division Apprenticeship programs increased from 0.0% to 4.7% and the enrollment and graduate percentages for Certificate and Diploma programs in the Agriculture and Business Division increased from 3.5% to 4.1% and 1.4% to 2.1% respectfully.

- Wascana Campus graduate percentages for visible minorities increased in certificate and Diploma programs in four divisions: Agriculture and Business from 0.5% to 3.4%; Community Sevices from 1.5% to 3.5%; Industrial Training from 1.0% to 3.1% and Extension from 0.0% to 1.1%.

- Kelsey Campus women in predominately male programs enrollment percentages increased in the Industrial Training Division from 7.1% to 7.6% and the enrollment and graduate percentages increased in the Technology Division from 16.4% to 17.2% and 11.2% to 15.4% respectfully.

- Palliser Campus women in predominately male programs graduate percentages increased in the Technology Division from 16.6% to 19.5% and enrollment and graduate percentages increased in the Industrial Training Division from 3.0% to 8.0% and 3.3% to 6.7% respectfully.

- Wascana Campus women in predominately male programs withdrawal percentages was reduced by 5.6% in the Technology Division.

- Wookland Campus enrollment percentages for women in predominately male programs increased in Apprenticeship Training in two divisions, Industrial Training from 0.8% to 1.1% and Technology from 0.0% to 1.4%.

2.0 HISTORY OF THE SIAST EDUCATION EQUITY PROGRAM

The sponsor for the Education Equity program is the Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST operates from five main locations: Kelsey Campus, Saskatoon; Palliser Campus, Moose Jaw; Wascana Campus, Regina; Woodland Campus, Prince Albert; and Administrative Office, Saskatoon. SIAST provides training at many other locations in Saskatchewan. The program applies to students in all program areas: Certificate and Diploma; Basic Education; Extension and Apprenticeship programs.

In 1987, prior to the formation of SIAST, the four institutes set up a Native Services Division (NSD) in partnership with Gabriel Dumont Institute (GDI). The NSD at Wascana requested approval from Saskatchewan Human Rights Commission (SHRC) to set aside a percentage of seats in each Certificate and Diploma Program for Aboriginal students. This initiative was intended to increase access opportunities for Aboriginal students, and was approved with the condition that a plan be developed to include women and people with disabilities by 1989.

In 1988, SIAST was established by the amalgamation of several post-secondary institutes and regional colleges. Now a division of SIAST, Native Services developed an affirmative action program for Aboriginal students in the three other campuses. Again, approval was given on the condition that the program be expanded to include students with disabilities and women. The program was approved for Certificate and Diploma programs by the Saskatchewan Human Rights Commission and began in 1990.

From 1990 until 1993 infrastructure and support services for students were developed. In 1992, the Human Rights Commission included visible minority persons as a designated group in Saskatchewan. In 1993-94 a research project examined the needs of students of visible minorities within SIAST. Students of visible minorities self-identified on SIAST application forms for the first time in 1994-95.

The Native Services Division (NSD) was established through an arrangement with SIAST, Gabriel Dumont Institute and Saskatchewan Education. Until May 1993, the NSD provided counselling and support services for Aboriginal students, promoted Aboriginal culture and identity, and raised community awareness of Aboriginal issues. The NSD closed that year, and the staff counsellors were integrated within SIAST.

In 1993-94 work began on a strategy to investigate and incorporate Basic Education (BE), Apprenticeship and Extension programs into the Education Equity Program. A research project to identify issues and make recommendations on the integration of BE and Education Equity was completed. Also that year, a joint SIAST Education Equity Committee (SEEC) and Provincial Apprenticeship Board workshop assisted the Board in its development of a strategy to increase designated group participation in Apprenticeship. A workshop with SIAST Extension staff assisted in the identification of issues and solutions to effectively integrate Extension Program students and Education Equity. The establishment of linkages with SIAST's external partners continues.

3.0 SIAST EDUCATION EQUITY POLICY

The SIAST Education Equity Policy, endorsed in 1994, ensures coordination and consistency among the campuses. The intent of the policy is to assure access to adult basic education and post-secondary education such that the proportions of education equity students to the total student body are the same as the working age population of Saskatchewan and that their rate of success is the same as for the student body as a whole. This policy is currently under review.

SIAST Education Equity Policy Statement

> **SIAST intends to assure access to adult and post-secondary educational opportunities by potential students such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan; and such that the rate of success of students in targeted education equity groups is the same as for the student body as a whole.**
>
> **(SIAST Policy and Procedures Manual, SIAST Policy #502) See Appendix D**

4.0 POLICY GUIDELINES

1. SIAST should identify and remedy discriminatory practices with respect to students and prospective students, and in particular, those who are members of groups designated for education equity.

2. SIAST should provide a diverse range of services and activities that promote the participation and success of designated groups of students, and which counteract discriminatory practices.

3. These services and activities may vary from campus to campus as appropriate depending on students' needs, staff needs, the nature of programs and services, and the particular culture of a campus.

4. SIAST should develop strategies for identifying and breaking down systemic barriers to access and to success on the part of designated groups of education equity students.

5. SIAST should maintain an education equity agreement with the Saskatchewan Human Rights Commission to facilitate constructive scrutiny by an external agency and to assist in promoting SIAST as an institution dedicated to education equity for students and prospective students.

6. SIAST should consult with the Saskatchewan Human Rights Commission in finalizing its' annual plan.

7. SIAST should remain committed to research and development in the application of organizational strategies and androgogical techniques that will assist in achieving the goals of this Policy.

8. Campuses should participate on a SIAST-wide committee to ensure that:

   SIAST has a coordinated approach to Education Equity.

   8.1 A major role of the SIAST Education Equity Committee (SEEC) shall be annually recommending a set of broad goals for consideration and approval of the President's Advisory Council (PAC).

   8.2 A major role for all campuses should be to provide relevant input to SEEC in recommending annual goals for SIAST, and in developing SEEC projects.

   8.3 A major role of SEEC should be to ensure that SIAST-wide projects called for within the broad annual goals are carried out; for example: research, compilation of special reports, and preparation of the Annual Report to the Saskatchewan Human Rights Commission.

9. The campuses should cooperate to ensure that SIAST has a unified strategy for facilitating access and success by targeted groups of students.

10. The campuses should work together to ensure that SIAST as a whole can remain accountable to internal and external stakeholders.

11. Each campus should be accountable to the President for developing and providing effective programs and services within the broad education equity goals approved annually by the Senior Management Council (SMC).

12. Availability of special funding for education equity must not displace existing, base-funded accommodation of education equity at the campuses or in the SIAST Administrative Office.

13. SIAST should ensure that the Education Equity Program, as well as any guidelines for applying for special funding are well publicized to students, prospective students, and staff.

5.0 DESIGNATED STUDENT GROUPS

The 1999-00 long-term goals for participation in SIAST programs are described below. Tables show the participation of designated group students as applicants, enrolled, graduates and withdrawals. Since self-identification is voluntary the statistics are assumed to be incomplete.

The participation rate tables in 6.0 are designed to show the application, enrollment, graduation and withdrawal rates of one designated student group per table.

Detailed information by campus or SIAST-wide regarding participation rates can be provided upon request in either summarized format or a detailed SIAST format. Detailed withdrawal information, which includes the students' reason for withdrawing is also available upon request.

DESIGNATED STUDENT GROUPS

The SIAST Education Equity Program establishes goals and implements measures to assure that the proportion and rate of success of equity students to the total student body is the same as the Saskatchewan working age population. Designated student groups at the present time include:

- $ students of Aboriginal ancestry;
- $ students with disabilities;
- $ students of visible minorities; and
- $ women students in predominantly male programs.

PARTICIPATION OF DESIGNATED STUDENT GROUPS

The SIAST Education Equity Program's long-term goal is to achieve a representative student body. In order to achieve this goal a percentage of seats are allocated for some designated student groups.

The annual and long-term goals for student participation reflects Saskatchewan demographics and regional variations in the distribution of designated group populations.

Participation Goals

The 1999-00 SIAST participation goals listed below are based on the Saskatchewan work force. The long-term goals for participation are based on the percentage of designated group persons in the working age population as of June 1996.

- $ persons of Aboriginal ancestry, 12.2%
- $ persons with disabilities, 9.7%
- $ persons of visible minority, 5.1% for Regina, 4.7% for Saskatoon, 2.6% for Moose Jaw and Prince Albert
- $ women in the workforce, 45%*

DESIGNATED GROUP STUDENT PARTICIPATION GOALS			
Designated Group Students	**1999-00 Goals**	**Long Term Goals**	**Percentage of Working Age Population***
Students of Aboriginal Ancestry			
X Kelsey, Palliser and Wascana	12.2%	12.2%	12.2%
X Woodland	25.0%		
Students with Disabilities	5.0%	9.7%	9.7%
Female Students			
X Predominantly Male Programs	30%	50%	45%**
Students of Visible Minorities			
X Kelsey	n/a	4.7%	4.7%
X Palliser	n/a	2.6%	2.6%
X Wascana	n/a	5.1%	5.1%
X Woodland	n/a	2.6%	2.6%

* Provided by the Saskatchewan Human Rights Commission.

** Demographics indicate that women will comprise 50% of the future population.

Seats are not allocated for students of visible minorities as enrolment has not been identified as a barrier for this designated group.

The participation goals for designated seats will continue to be reviewed over the next year.

6.0 PARTICIPATION STATISTICS

6.1 SIAST – Students of Aboriginal Ancestry

Table A5: SIAST-Wide - Students of Aboriginal Ancestry by Campus

Campus	Applicants			Enrolled			Graduates			Withdrawals		
	Total	Abor	%	Total	Abor	%	Total	Abor	%	Total	Abor	%
Kelsey	2696	292	10.8	4471	665	14.8	1214	101	8.3	310	85	27.4
Palliser	2120	83	3.9	3423	251	7.3	672	33	4.9	376	66	17.5
Wascana	2341	205	8.7	2732	462	16.9	832	63	7.5	654	180	27.5
Woodland	1295	627	48.4	2005	932	46.4	757	203	26.8	497	366	73.6
SIAST Total	8452	1207	14.2	12631	2310	18.2	3475	400	11.5	1837	697	37.9

6.2 SIAST – Students with Disabilities

Table B5: SIAST-Wide - Students With Disabilities by Campus

Campus	Applicants			Enrolled			Graduates			Withdrawals		
	Total	Dsbld	%	Total	Dsbld	%	Total	Dsbld	%	Total	Dsbld	%
Kelsey	2696	95	3.5	4471	131	2.9	1214	34	1.8	310	9	5.0
Palliser	2120	64	3.0	3423	113	3.3	672	11	1.6	376	28	7.4
Wascana	2341	84	3.5	2732	204	7.4	832	40	4.8	654	52	7.9
Woodland	1295	59	4.5	2005	74	3.6	757	11	1.4	497	27	5.5
SIAST Total	8452	302	3.5	12631	522	4.1	3475	96	2.7	1837	116	6.3

6.3 SIAST – Women Students

Table D5: SIAST-Wide - Women Students by Campus

Campus	Applicants			Enrolled			Graduates			Withdrawals		
	Total	Wom	%	Total	Wom	%	Total	Wom	%	Total	Wom	%
Kelsey	2696	1364	50.5	4471	2051	45.8	1214	838	69.0	310	140	78.6
Palliser	2120	762	35.9	3423	971	28.3	672	304	45.2	376	153	40.2
Wascana	2341	1551	66.2	2732	1710	62.5	832	571	68.6	654	375	57.3
Woodland	1295	562	43.3	2005	836	41.6	757	257	33.9	497	250	50.3
SIAST Total	8452	4239	50.1	12631	5568	44.0	3475	1970	56.6	1837	918	49.9

6.4 SIAST – Students of Visible Minorities

Table C5: SIAST-Wide - Students of Visible Minorities by Campus

Campus	Applicants			Enrolled			Graduates			Withdrawals		
	Total	VM	%	Total	VM	%	Total	VM	%	Total	VM	%
Kelsey	2696	46	1.1	4471	69	1.5	1214	19	1.5	310	6	3.3
Palliser	2120	59	2.7	3423	69	2.0	672	8	1.1	376	14	3.7
Wascana	2341	65	2.7	2732	106	3.8	832	18	2.1	654	19	2.9
Woodland	1295	11	0.8	2005	10	0.4	757	9	1.1	497	3	0.6
SIAST Total	8452	181	2.1	12631	254	2.0	3475	54	1.5	1837	42	2.2

7.0 SPECIAL FUND PROJECTS, ACTIVITIES AND ISSUES

7.1 SIAST-WIDE

7.1.1 Projects

Faculty Handbook	• training/resource guide on education equity, has been distributed and feedback indicates that it is a useable document.
Faculty Handbook CD ROM	• Initial discussion about putting the Handbook on CD ROM with plans to complete this by June 2001.
Communicator Newsletter	• groups is printed semi-annually. This year's issues included bios on graduates called "*Where Are They Now?*".
Communications Package	• Improve communication and develop new promotional materials. Brochures have been updated and several new pieces are being prepared.
Aboriginal Leadership Conference	• Conference was held at Echo Valley. This conference provides leadership skills/training for Aboriginal students, promotes student retention and develops role models for future SIAST students.
Technology Update	• A Laptop DVD computer was purchased for use when travelling to other locations. • Two Pentium II computers were purchased for the Wascana Education Equity Program for use by Basic Education Equity students.
Website	• Equity on the SIAST Home Page.
Tenth Anniversary Celebration	• Planning the celebration for October 6, 2000 is underway. As part of the event, a video that highlights five education equity graduates is being produced and will be premiered at the celebration. The video will also be used for recruitment throughout the year.
Retention/Recruitment Plan	• developing a plan to present to SIAST that will increase retention and recruitment of Aboriginal students.

7.1.2 Activities

- Work continues with registrars, information resources and research, planning and development on analyzing student statistics in order to better monitor retention rates and to improve statistical reporting on students who complete, but do not graduate or withdraw. These could be students who complete classes in extension or apprenticeship programs as well as students who complete basic education classes and/or programs.

- Discussion continues in an effort to resolve issues in extension for education equity students. These issues include ensuring that students had the opportunity to self-identify, that faculty are informed about the needs of students and that accommodations are provided.

- The Education Equity Advisor is a standing member of the SIAST-wide Harassment Prevention Committee and participated in training related to this topic.

- Students of visible minorities were a focus of discussion and it was decided that the best way to determine the needs of these students is to invite people from these groups to be a resource to SEEC.

- In partnership with SaskWITT a project designed to follow up graduates from Girls Exploring Trades and Technologies (GETT) camps was initiated. The project will help determine if the camps are having an impact on the career decisions girls are making and how that impacts on SIAST recruitment for predominantly male programs. This project is scheduled to be completed in March 2001.

- Graduate employment statistics on the four designated groups were available again this year.

- Efforts are ongoing to ensure that the records for education equity students are as complete as possible. Every effort is made to ensure that students identify at application through orientation sessions, in consultation with education equity or counselling staff and at statistical reviews.

- SIAST education equity personnel set up displays at numerous conferences and career fairs to promote the program to different segments of Saskatchewan's population.

- The Education Equity Advisor attended the Alberta Services for Students Conference at Olds and had the opportunity to network with counselling staff at other colleges and universities.

- The Education Equity Advisor attended the International Conference – Retain 2000 – Retention of Aboriginal Students in Post Secondary Education held in Prince George, BC.

- The Education Equity Advisor attended the AHEAD Conference on disabilities in Kansas City, Missouri. The SIAST Education Equity Communications Package was entered in the Total Package category of the AHEAD Communications Awards. This package was awarded Honourable Mention.

- An orientation presentation was given to SIAST Board of Directors. This presentation will be used for orientation to Deans and Managers early in the fall of 2000.

- A review of the funding for high cost accommodations was completed. This review resulted in the withdrawal of funding. Recommendations have been made to SIAST on other ways to ensure access for students needing high cost accommodations.

- The "Emerging Disabilities on Campus" conference was brought in on satellite from Vermont University. There were twenty participants which included counsellors and instructors. A video of the conference and all of the print material is being circulated to each campus for viewing.

7.1.3 Issues

- SEEC continues to work on achieving a Common Practices approach to working with the four designated student groups.

- SEEC continues to struggle with identifying issues and areas of accommodation for students of visible minorities. This is an area that SEEC will continue to work on in 2000-2001.

- The SEEC and CEECs have drafted a revised Terms of Reference for these committees and will submit it to the Dean of Student Affairs and Services.

- Providing services to Apprenticeship students continues to be difficult because students are often not identified prior to starting their classes. Discussions are occurring with the Apprenticeship Branch on ways to improve services and early identification of needs.

- The increasing demand for services to extension students continues to put extreme pressure on equity resources.

- The increased demand for technology resources are at the point where the program can no longer meet the need. Computer access for students is minimal and many disabled students need ready access to word processing and scanning technology.

- The virtual campus planning and development continues to move ahead. The provision for equity services for those students participating in this type of instruction is an issue because of the number of unknown factors.

- The increased number of inquiries from prospective students who require high cost accommodations is at a critical stage. SEEC has recommended that SIAST enter into discussions with PSEST to find a way to meet the needs of this group.

- There is ongoing discussion around whether services are a program responsibility or an education equity responsibility. With the increased demand on education equity resources a resolution has to be found.

7.2 KELSEY CAMPUS

7.2.1 Projects

Girls Exploring Trades & Technologies (GETT)	• shop portion of the GETT program and honorariums were paid to women technologist mentors, and the workshop facilitator.
Aboriginal Graduates Honour Ceremony	• Kelsey Aboriginal Student Association held an Honour Ceremony for 25 graduates and approximately 75 family members and friends.
Northern Native Access Program to Nursing	• Aid was provided for students before entering the Nursing Education Program of Saskatchewan (NEPS).
Learning Specialist	• Provided psycho-educational assistance for students with learning disabilities, diagnosed and prescribed alternate learning strategies, liaised and consulted with program heads/coordinators and instructors, provided individual and group learning strategy instruction, tutorial assessment, facilitated necessary learning and exam accommodation. Worked with all equity students to develop and improve learning strategies.

7.2.2 Activities

- Kelsey Aboriginal Student Activity Centre hosted a celebration on June 21st for Aboriginal People's Day. Activities included traditional singing and dance demonstrations plus a Buffalo Burger Bar-B-Que.
- Aurora Word Prediction Software was purchased and will be used by students with language based learning disabilities.
- A WASIS Conference was attended by eight Aboriginal students.
- A voice-operated cassette recorder, used for recording lectures, was purchased and will be lent out to learning disabled students.
- Corel Office 2000 Voice Recognition Software was purchased for the Learning Centre.
- Corel Word Perfect and Conversion Plus were purchased for the Learning Centre and will be used by equity students to convert student files into a form readable by the speech synthesis programs.

- Transportation to the Aboriginal Leadership Conference at Echo Valley was provided to a number of students and staff.

- A DAC Euro Vue Monitor Screen Filter was purchased to be used by a student in Computer Systems Technology to reduce glare, static, and radiation.

- Ergonomic chairs were purchased to be used by equity students with back difficulties.

- Conversational Cree classes were offered to Kelsey Campus students at noon hours. These classes were open to all students.

- A Kurzweil 3000 Upgrade was purchased and is used extensively by students who are visually impaired or have learning disabilities. This software can be used to transcribe textbook material into synthesized speech. Material can be accessed through scanner, from ordinary computer documents, or typed in directly by the student. The upgrade has improved dictionary and editing functions including a spell checker.

- A 19" monitor was purchased for the Career Centre for use by equity students and public doing career internet searches and online career assessments.

- Various resource and assessment materials were purchased to be used by LD specialists and equity counsellors for use with equity students.

- Ten equity students attended a one day parenting workshop called "The Day for Parents" sponsored by the Saskatoon Alderian Society.

- A microscan flat monitor was placed in the Learning Centre to be used by a student with photosensitive epilepsy.

7.2.3 Issues

- With the world of technological adaptations growing at a phenomenal rate it is becoming more difficult to keep up with the constant advances. This inability to stay as current as the faculty would like will only hurt our endeavours in the long run as pressed faculty cannot provide the best service to our students.

- Over the next few years there will be a continued reorganization of equity services across SIAST. We need to look at these challenges and generate the support of all faculty as we strive to make SIAST an inclusive environment.

7.3 PALLISER CAMPUS

7.3.1 Projects

GETT Camp	• Day Camp with sixty girls participating.
Learning Specialist	• Extended the Learning Specialist position by ten days.
10 Year Celebration	• meetings for the October 11, 2000 event.

7.3.2 Activities

- Recruiting students in Career Symposium Interprovincial Association of Native Employment (I.A.N.E.) in Ile a la Crosse, LaRonge and Prince Albert. Choices 2000+ in Saskatoon hosted by the Saskatoon Tribal Council and Federation of Saskatchewan Indian Nations.
- Provided presentations on diversity in the Architectural and Electrical Technology programs.
- Prepared and submitted information/material for the Communicator, a SIAST publication on equity students.
- The Aboriginal Counselling Centre purchased books on Aboriginal issues.
- The Aboriginal Counseling Centre and Elder Betty McKenna presented three workshops to the staff and students on "Flame Meditation" which is the traditional teaching of stress relief.
- Aboriginal students on campus provide role modeling and leadership to visiting prospective students. I.e.: a student from the Electrical Program talked to group of visiting prospective students about life on campus and an Architectural student met with a Grade XII class from his home community of LaRonge.
- Palliser held it's annual Education Equity Luncheon with over 200 students, staff and outside agency representatives in attendance.
- Purchased computers for students with disabilities.
- Developed an Education Equity "Thank-You" card.
- WAIS III was purchased for Learning Specialist.

- Administrative support (part time) hired to help with the PEEC committee meetings, exams, etc.
- Purchased Kurzweil K1000/3000 for students with disabilities.
- Purchased *Dragon Naturally Speaking* for use by students with disabilities.
- Purchased chairs with back support for students with disabilities; tape recorders; a special desk for student using a wheelchair and carbonized paper for notetakers.
- Education Equity information sessions were conducted to classrooms on request.
- Peer tutoring is available to equity students.
- Invigilators are hired to provide exam accommodations.

7.3.3 Issues

- The need for a Learning Centre is a high priority for Palliser.
- There is a very high need to have a full time Learning Specialist at Palliser.

7.4 WASCANA CAMPUS

7.4.1 Projects

Student Learning Support	• services were provided to students from full time and extension programs.
Indian and Metis Cultural Events	• A variety of events that were designed to enhance knowledge of and pride in Aboriginal cultures occurred throughout the year.
Discrimination Workshop	• workshop presented by the Real Anti-Suppressant Popular Theatre Group where students experience, feel and then discuss discrimination.
Aboriginal Cultural Awareness Event	• The tenth annual event was held for partners to network with government agencies, educational institutions, students, staff and community organizations through workshops, displays and cultural activities.
Women in Trades Exploratory Programs	• shop skills and related career training information, followed by individualized information sessions were provided on this campus.
The Kindergarten Project	• Wascana's Facilitator for Women Students presented interactive play stations using tools and puzzles from an assortment of trades to 40 classrooms in 26 schools in Regina with participation of approximately 1000 kindergarten students.
GETT Camps	• for 30 Grade 7 and 8 girls to explore occupations and skills in industrial and technology occupations under the guidance of female role models.

7.4.2 Activities

- As part of student activities, education equity information sessions were provided for all students entering Wascana Campus programs.
- Continued liaison with funding and advocacy agencies with a view to providing increased access to equity students.

- Organized spend-a-day experiences as well as individual program orientations and campus tours to assist equity students in program selection.

- Continued work with the SIAST Education Equity Committee to ensure common practice across the province with respect to equity policies and service offerings.

- Equity-sensitive counselling services were provided to all students at all Wascana Campus centres.

- In preparation for the move to a single location, the opportunities presented for enhanced service to equity students has been examined and the opportunity to co-locate services provides for better communication among service providers.

7.4.3 Issues

- The move to the new campus facility will provide opportunities to coordinate services provided by education equity, counselling, health services and learning assistance services.

- Continued discussion with senior management is necessary to ensure the goals of Education Equity are well understood and supported.

- Focus on the move to a new building has resulted in a significant reduction in the number of equity project proposals. Early marketing in the new academic year by the Wascana Education Equity Committee should increase project proposals. The focus of these proposals must be to capitalize on the opportunities presented by being on a single campus.

7.5 WOODLAND CAMPUS

7.5.1 Projects

Aboriginal Cultural Activities	• participate in craft workshops as well as Aboriginal awareness activities.
Elimination of Racism Event	• Pow-wow dancers, hoop dancers and drummers from local schools performed on campus.
Elders	• services to Aboriginal students and staff.
Learning Disability Workshops	• A one-day workshop on techniques for tutoring students with disabilities was provided to all Woodland tutors.
Education Equity Facilitator Position	• Education Equity budget to fill the position full-time from January – June, 2000.
Otech Tutor	• Students in the Office Technology program received tutoring specific to grammar and writing, as per need.
Learning Specialist	• students with learning disabilities is provided by the Learning Specialist with partial funding from Woodland's Education Equity budget.
Aboriginal Cultural Awareness Event 2000 - "Traditions Past, Present and Future"	• This one-day event included workshops and cultural activities to enhance staff and students' awareness of Aboriginal cultures and to promote a sense of pride in all participants.

7.5.2 Activities

- Purchased a computer scanner to assist students in using the Kurzweil Reading Program.
- Provided sponsorship for application fees for students of Aboriginal ancestry applying to technical programs.
- Tutoring provided to students diagnosed with learning disabilities or intellectual disabilities in all program areas.
- Clerical support service provided assistance to the Woodland Education Equity Committee and the Education Equity Facilitator.
- Aboriginal tutors provided assistance to students having difficulty with math, reading and written work.

- Purchased equity related resources for the Library to be accessed by students and staff.
- Purchased ergonomic chairs, keyboards and mouse pads designed to assist students with physical disabilities or chronic injuries.
- Education Equity Handbooks, an excellent resource for faculty teaching equity students, was distributed throughout the campus.
- The Education Equity Facilitator presented the SIAST Education Equity Program to the FSIN Post-Secondary Counsellors Forum in Prince Albert.
- The Student Aboriginal Activity Centre provided many cultural, academic and social supports to students.
- Woodland's Education Equity Committee welcomed new members.

7.5.3 Issues

- The Academic Centre and the Technical Centre are about a block apart. The pathway between them goes through a graveled parking lot. The gravel makes it difficult to cross for individuals in a wheelchair or on crutches.
- The need for testing and tutoring is increasing yearly.
- A need for a Cree/Dene speaking tutor.
- The Education Equity Facilitator position remains as a .5 FTE.
- There is a need for a mechanical lift to assist wheelchair students in using the washroom facilities.

8.0 SUMMARY

SIAST Education Equity - Policy No. 502.
This policy describes SIAST's intent to assure access to adult and post-secondary educational opportunities by potential students such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan; and such that the rate of success of students in targeted education equity groups is the same as for the student body as a whole.

SIAST Accommodations Provided for Persons with Disabilities to Meet Certification Requirements - Policy No. 506.
This policy balances the provision of accommodations for individual students with the maintenance of program standards. SIAST will foster a variety of strategies to assist students with disabilities to meet certification requirements. These strategies will maintain program and certificate quality and support individual student integrity.

Guidelines for the Assessment of Adults with Learning Disabilities.
These guidelines provide information on the variety of accommodations that are available, funding opportunities, and recommendations of assessment tools to be used that follow professional standards.

Guidelines Respecting Readiness for the Training of Persons with Psychiatric Disabilities.
These guidelines are used by the attending physician in preparing a letter of verification of a psychiatric disability, support for training readiness, and any relevant recommendations. These guidelines have been developed in consultation with the Canadian Mental Health Association - Saskatoon Branch.

Further information about these policies and guidelines are available upon request.

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